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ABSTRACT

Papers relating to using both knowledge and action in adult education programs are presented. The titles and authors of the papers are as follows: "Toward a Theory of Practice in Adult Education" by Jack Mezirow; "Action Seminars" by Alan Knox; The Case-Study Approach--Alternation between Knowledge and Action in Adult Education: (a) "Prepare Case Materials" by Alan Knox, (b) "Franklin Community College Continuing Education Division--Discussion Case" by Alan Knox, (c) "Analysis of Franklin Community College Case" by Howard Williams; "Opportunities for Careers in Adult and Continuing Education for Paraprofessionals and Volunteers" by Elmer Fleming and Alice Leppert; "Some of the Department's Students Describe Their Jobs" by Alice Jacobson and Bernard Gresh; "Maybe Later On..." by Bernard Gresh; and "Adaptation of Knox's Model of Continuing Professional Education Need Appraisal to Exchange Teachers" by Eitan Israeli. (DB)

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COGITO

KNOWLEDGE & ACTION IN ADULT EDUCATION

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KNOWLEDGE AND ACTION IN ADULT EDUCATION

Contents

		Pages
KNOWLEDGE AND ACTION -- EDITORIAL	*Don Kimmick*	*1*
TOWARD A THEORY OF PRACTICE IN ADULT EDUCATION	*Jack Mezirow*	*2-11*
ACTION SEMINARS	*Alan Knox*	*12-19*
THE CASE-STUDY APPROACH -- ALTERNATION BETWEEN KNOWLEDGE AND ACTION IN ADULT EDUCATION		
(a) Prepare Case Materials	*Alan Knox*	*20-23*
(b) Franklin Community College Continuing Education Division -- Discussion Case	*Alan Knox*	*24-31*
(c) Analysis of Franklin Community College Case	*Howard Williams*	*31-32*
OPPORTUNITIES FOR CAREERS IN ADULT AND CONTINUING EDUCATION FOR PARAPROFESSIONALS AND VOLUNTEERS	*Elmer Fleming Alice Leppert*	*33-38*
SOME OF THE DEPARTMENT'S STUDENTS DESCRIBE THEIR JOBS	*Alice Jacobson*	*39*
	Bernard Gresh	*39-40*
"MAYBE LATER ON ..."	*Bernard Gresh*	*41-45*
ADAPTATION OF KNOX'S MODEL ON CONTINUING PROFESSIONAL EDUCATION NEED APPRAISAL TO EXCHANGE TEACHERS	*Eitan Israeli*	*46-55*

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KNOWLEDGE AND ACTION

- Don Kimmick

It was Alfred North Whitehead who said it: "Education is the acquisition of the art of the utilization of knowledge." Yet what we have come to know of education and expect of education has been the scattered parts of that definition.

There is one part -- education is the acquisition of knowledge. On that broken piece of philosophy we have built vast systems and countless separate organizations. All of them have been dedicated to the production and distribution of knowledge. The result has been the continual and persistent complaint from the world of action, "They know it, but they can't do anything." The product of such knowledge-centered education has been a long line of graduates with minds full of information, but with only the precursors of hands that can work.

There is another part of our definition -- education is the ability to act. On that rubbery chunk we have built a porous system of vocational training. Often maligned, low in status, underprivileged in the field of education, even the word "training" conjures up visions of the least exciting level.

The time has arrived for another vision to occupy our hopes. The time has come for the stream of practical education and the stream of the river of knowledge to flow together in a new way. The time has come for the task at hand to become a delight -- a supremely human concern. The time has come for our work to be both knowledge and action.

To this end, we offer COGITO, Knowledge and Action in Adult Education.

Mr. Kimmick is the Rector, Church of The Good Shepherd, Midland Park, New Jersey, and a doctoral student in the Department.

TOWARD A THEORY OF PRACTICE IN ADULT EDUCATION*

Jack Mezirow

This chapter suggests a rationale and strategy for the systematic development of an integrated body of inductively formulated generalizations with which educators can understand and predict behavior of adults in educational situations. What is proposed is research-based qualitative theory, indigenous to adult education and capable of indicating dependable and practical guidelines for policy and program decision making. Although the following comments are addressed to adult educators, they are equally relevant for educators working at other levels.

In the absence of theory suited to the particular uses of adult education as a professional field, research effort has been fragmented. It has either been atheoretical or "factual" (as in the case of much survey research), "conceptual," organizing or critically appraising existing facts (as in historical or philosophical research), or it has attempted to test logical deductions from a priori assumptions, either general formulations from "the literature" or some element of formal theory borrowed from an authority in the field of psychology or sociology. Results have been either too particularized or too generalized to provide practical guidance to practitioners.

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*Excerpts from a longer article to be published in Field Work in Education, edited by F. A. Ianni. New York: Teachers College Press, 1971.

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Brunner's[1] major review of research found most studies limited to descriptions of experience in a single program or community, or to analyses of local situations as the basis for program prescription with findings seldom applicable beyond the institution studied...

These limitations have been placed into sharp relief by sociologist Herbert Blumer.[2]

Social scientists and educational researchers have generally tended to treat human behavior as the product of a rich variety of abstractions, such as attitudes, motives, perception and cognition, cultural norms and values, social roles, status demands, social position and group affiliation. For Blumer, the common fallacy is attribution of behavioral causality to such factors without due recognition of a critical mediating process, viz., the individual actively assigning meaning to his situation...

The position of symbolic interactionism holds that the meaning of an object -- be it an animate or inanimate physical object, a category of people, institution, ideal, activity, or situation -- arises out of the ways others act toward the person with regard to that object in the process of human interaction. Thus an individual constructs meaning through an active process of interpreting what is going on in his situation...

The dynamics of this process is one in which the person engages in communication with himself to identify the meanings things have for him. He then interprets by selecting, suspending, and transforming these meanings to fit the particular situational context and directs his action accordingly. Meanings are used and revised as instruments for determing behavior.

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[1]Edmund de S. Brunner, David S. Wilder, Corrine Kirchner, and John S. Newberry, Jr. An Overview of Adult Education Research. Chicago: Adult Education Association, 1959.

[2]A comprehensive statement is to be found in his Symbolic Interactionism; Perspective and Method. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

This is the crux of Blumer's concern...

The broad jump from presumed causative factor to behavioral effect spans the very essence of educational process. The principal thrust of research in education, following the lead of its foundational disciplines, psychology and sociology, has bypassed the very process of growth itself -- the interaction with self and others by which an individual learns to cope with his world, engages in problem solving, and changes his behavior...

A practical theory of adult education will focus on the process of social interaction within the learning situation to "get inside of the defining process" of those involved with each other in the educational enterprise.

Such theory will explain the ways adult participants, instructors or trainers, change agents, program administrators, and others who are part of the action interact among themselves and each other to form and use meaning. It will concern iteself centrally with interaction process in the group life of the educational institution which creates, supports and changes its norms, values, and social rules, rather than focus upon these constructs at the expense of interaction process. Practical theory will especially recognize that educational institutions function as a result of people's taking joint action, behaving in certain ways as a result of their definition of the situation in which they find themselves, not as response to some inherent "systems" requirement. Its crucial concepts must be verifiable by research. Historical precedent and continuity involved in joint action should be systematically embodied in theory.

Methodological Foundations for Educational Theory

A methodology for developing the needed practical theory of adult edu-

tion is suggested by Glaser and Strauss.[3] ... that theory should be generated from data systematically obtained and analyzed by utilizing a general method of comparative analysis...

Glaser and Strauss challenge the logico-deductive tradition of theorizing. They contend that theory should be generated through a process of social research, one in which most hypotheses and concepts are systematically developed in relation to the data.

Theory grounded in data from research involves the development of conceptual categories readily applicable to and indicated by the data and relevant to an explanation of the behavior under study. This approach means that a researcher would go into the field, free of pre-determined theoretical constraints, to construct analytical categories out of qualitative similarities and differences which emerge from the study of situations such as inner-city adult basic education programs, university extension credit programs, residential programs on public affairs, community development training programs for local leaders, great books discussion groups, etc.

To have practical utility for program planning, development, evaluation, research, and training, adult education theory must involve just such an integrated body of concepts inductively derived from comparative qualitative analysis of similar types of organized group effort. Conceptual categories must "fit" (be readily applicable to and indicated by the data under study) and "work" (relevant and able to explain the behavior under study). Such substantive theory would intensively examine comparable adult education enterprises over time. Field methods, especially participant observation, would be utilized to study the process of interaction involving administra-

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[3]Barney G. Glaser and Anselm L. Strauss. The Discovery of Grounded Theory; Strategies for Qualitative Research. Chicago: Aldine Publishing Company, 1967.

tors, staff, participants, and others involved in each of several comparable programs.

This approach calls for continually testing the validity of the emerging conceptual categories against comparable situations under study. Although the data would be primarily obtained through direct observation and interviewing, the investigator will commonly supplement this with data from historical records, letters and diaries, life histories, public records, the unpublished writing of colleagues, arranged group discussions, and review of relevant personal experience. The vast accumulation of program descriptions and case studies in adult education literature can be put to valuable use by the researcher's winnowing them for particular data relevant to his evolving conceptual categories... Grounded theory constitutes no set of assumptions but rather an integrated body of generalizations of various levels of abstraction, continually in process of refinement and restatement through testing against an ever broader segment of reality...

Elements in the orienting framework with which the researcher engaged in theory construction approaches the field are defined by Strauss in another chapter of this present volume as "processual units." His processual units are analogues to what Lazarsfeld calls "sensitizing concepts" and Blumer refers to as "analytical elements." These may be processes, organization, relations networks of relations, states of being, elements of personal organization, or happenings. For adult education examples might be marginality, program coordination, change agent-client relationship, school-community relations, group problem solving process, and program development...

Practical Implications of Grounded Theory

Glaser and Strauss suggest a way in which educators in the field of adult education may participate in significant research. Able practitioners

can learn the skills of field observation and interviewing and use their professional experience to identify processual units, creatively generate theoretical constructs from research data, and analyze their key properties. They may move purposively beyond the description of programs without the unrealistic expectation that they will have the resources to undertake highly sophisticated quantitative analyses possibly relevant to testing theory but not necessarily to its generation.

The first task is to develop a body of theory in this field. This will be no small effort. With enlightened leadership by professors of adult education, theory building could, however, increasingly become an integral element in our professional endeavor. In this effort adult educators can use their own experience as the basis for anaylsis of comparative field situations and draw upon their own professional library of researched description to supplement field observations in constructing and analyzing conceptual categories. Those preferring library research may profitably look to printed sources for data; others may generate theory from direct field experience. Theory which explains and predicts need not take the form of a neat formalized set of integrated principles but may evolve from a continuing theoretical dialogue using conceptual categories and their properties among specialists working in various sub-fields of adult education.

Program evaulation in all the social professions is a venal art dominated by an emphasis on original written statements of program objectives, usually loosely and broadly stated by a proposal writer who seldom subsequently involved in program implementation. The program evaluator is ideally expected to operationalize these statements into an instrument or set of criteria for objectively measuring progress against benchmarks set earlier by application of the same instrument. The central problem is a misconcep-

tion of the nature of objectives. They must be understood as anticipations of possible continuity or of the connections of an activity and a consequence which has not yet shown itself. Objectives, like all ideas, ideals, or theories musbe be tested by the operation of acting upon them. They are incorrectly perceived as definitive statements of what is to be. More accurately, they are highly tentative assertions about probabilities of changing behavior and are subject to continuous revision and expansion as experience in implementing them is analyzed. The established practice of treating objectives as immutable criteria for measuring progress does not take account of the fact that objectives which guide actions invariably evolve out of the interaction of often quite disparate and evolving expectations of the principal actors in the program, including planners, administrators, staff, and participants or students. Values and objectives continuously emerge and are revised in the course of the educational transaction.

Any new endeavor in education involves phases of development -- deciding what is to be done, finding the resources to do it, setting up an organization, establishing administrative procedures, relating to other agencies and organizations, recruiting, selecting and orienting staff, program planning and scheduling, developing instructional procedures and materials, recruiting and selecting participants or students, beginning instruction, coping with operating problems, assessing progress and instituting change, institutionalizing the endeavor, etc. Within each of these overlapping functional phases and as each moves into the next, objectives are reformulated by those involved, tested against experience and modified, reinforced, or abandoned, depending upon whether or not they work in reality. The explicit formulation of objectives for each phase of organizational and program development would be a step forward but only if these

statements are recognized as hypotheses being continuously modified as a result of the process of experience. Objectives must themselves be understood to be processual in nature.

This understanding is critically important in assessing progress in adult education programs designed to serve the local community or the poor. In point of fact, traditional organizational and program structures have not been designed to work in these areas, and staff has not been professionally trained to do so. The erroneous assumption by funding agencies that they can expect to measure progress toward initially stated training program objectives involving specific behavior change, without investing in building the specialized organizational infrastructure required to support the programs funded, has been endemic and has resulted in mutual disappointment...

Elsewhere in the present volume, Strauss suggests a program evaluation role for field workers. The implication is to broaden the definition of program evaluation to include continuing processual analysis which identifies and feeds back to decision makers relevant data on factors which impede and facilitate progress in the course of a program's operation, rather than merely the presentation of a report to be filed away at the conclusion of a funding period or program. For CAP, such analyses would focus upon the process of program development evolving out of the social interaction among and within such participating groups as boards, administrators, professional staff, paraprofessionals, trainers and trainees, representatives of community organizations, agencies, and involved state, regional, and federal officials. This approach to community education and development would provide comparative data from which evaluation of progress in specific instances would be feasible at sharply reduced time and cost. The evaluator would know what questions to ask and where to find answers on the

basis of tested comparative experience. In a sense this generalized body of theory would constitute a set of qualitative hypotheses describing common problems and solutions which the evaluator can test against specific situations. His examination may add new dimensions to the grounded theory, and that theory provides him an essential frame of reference for making qualitative judgments.

The approach of generating grounded theory also has substantial implications for the professional training of adult educators. Graduate programs could profitably take the generation of theory as their core curricular concept. Instead of being required to take the usual course sequence, students could be assisted to undertake comparative field studies of adult education programs. Field notes would provide data for agency analyses in lieu of term paper requirements and for comparative analyses constructing grounded theory as the original research contribution of the thesis or dissertation. Seminars could be built upon field problems, field situations would provide real life case studies, and student theorizing would of necessity draw upon the literature and organized experience of others in program design, administration, methodology, and sociological, historical, and philosophical perspectives to construct concepts for subsequent testing in the field. In the course of such a program, students would become intimately involved as participant observers in a wide range of programs and be encouraged to focus on processes of social and educational interaction which determine what the agency is and what it does. They would be encouraged continuously to interpret what they see in terms of generalizability into useful theoretical constructs and properties to be tested in other programs under study during their graduate careers. Whether they go from the university into administrative jobs, funding agencies, consulting, teaching, training, or other areas of professional endeavor, they should have equipped

themselves, through their own participation and self-discovery, with an essential, research-based, professional frame of reference upon which to build throughout their active careers.

The discovery of grounded theory affords a quite unprecedented opportunity for adult educators concerned with the development of their profession. Acquisition of necessary skills should come easily to able practitioners. The richer their professional experience, the greater their contribution to theory construction and use. Our bulging library of program descriptions should afford an invaluable source of data for research. No high degree of aptitude or sophistication in quantitative manipulation is required. The science and art of knowing what we see may be somewhat less exact than that available to help us see what we know, but it probably has far greater relevance to professional understanding.

ACTION SEMINARS

Alan B. Knox

The literature of continuing education abounds with admonitions to assist adults to relate their educational experiences to their rich and concurrent experiences. In practice, most of continuing education is similar to preparatory education in which the acquisition of knowledge is insulated from its application in action settings. One way to bridge this gap between knowledge and action is by use of an Action Seminar.

The problem is relevance. Some adults say that education is not relevant to the burning issues of the day. Some former adult education participants say that little of what they learned in courses helps them in their current work or community activities. But there are other voices. Other people say that the primary purpose of the educational agency is to engage in the transmission of knowledge and that as individuals they do not want to engage in direct political action in their education-related roles. There is no easy solution. A spirit of cooperation is important; one that encourages collaboration between learners, mentors and administrators. Solutions are more likely if all three regard the major social issues of our time as relevant to their education-related roles. It is likely that the most satisfactory solutions to the problems of irrelevance will be consistent with the central purposes of the adult education agency and with the major roles of learner and of mentor.

In education, both knowledge and action are important. The adult education agency is committed to the transmission of knowledge, but it

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Dr. Alan Knox is a Professor of Adult Education in the Department.

is also committed to the development of adults who are able to take responsible action. For this to occur, some mentors must have a concern for relationships between knowledge and action.

Adult learners perform several roles. One is the acquisition of organized bodies of knowledge. Another is to become prepared to take responsible action in job, family, and community. The interconnectedness between these two roles has always been difficult to establish and maintain. However, in seeking interrelatedness between knowledge and action, we must preserve at some points just an emphasis on knowledge or just an emphasis on action.

The purpose of this essay is to propose a better method for interrelating knowledge and action so that education is more relevant. The success of any method will be greater if learners and mentors engage in activities that they consider appropriate and important. The basic organization of an Action Seminar does not differ greatly from a standard seminar. A group of ten to twenty learners meets with a group leader. The primary purpose of the group leader is to facilitate interchange and learning, not just transmit a body of knowledge.

Perhaps the most exciting and valuable Action Seminar arrangement occurs when a mentor and learners collaborate on an action project that provides a focus for the seminar. Examples of action projects include: the conduct of an in-service training program for teachers of adults, an external evaluation of a program, a need-appraisal study, the administration of a demonstration project, or the development and field testing of materials. The members of the seminar plan and conduct the project together. Seminar sessions are used to explore interrelationships between

the shared action problems and relevant organized bodies of knowledge. This arrangement allows each participant to try strategies for alternating between knowledge and action and to become familiar with strategies used by other participants.

It is the content of an Action Seminar that differentiates it from most other formats. An Action Seminar deals with the intersection of organized bodies of knowledge and domains of action. The content of an Action Seminar is the process of alternating between knowledge and action. The purpose of an Action Seminar is to assist the participants, learners and mentors alike, to develop their repertoires of effective strategies for alternating between knowledge and action. The crucial criterion to be met, if this process is to be successful, is that the participatns must experience an authentic confrontation with valid knowledge and with typical action. Otherwise, their efforts to alternate between superficial information and vague impressions of action will be an empty exercise.

Shared contact by learner and mentor with specific applied problems and settings is infrequent. Too often an agency says in effect, the purpose of our program is to provide the adult learner with knowledge, it's his responsibility to apply it in specific situations as well as he can. The problem is that doing so is a much more difficult task than either acquiring knowledge or taking action. Most people have a meager repertoire of very simple strategies for alternating between knowledge and action. All of us have some ways of working back and forth. However, one of the reasons why people experience so much frustration with the seeming lack of connection between knowledge and action when they engage in educational experiences that deal with major social and occupational

issues, is the lack of effective strategies for alternating between knowledge and action.

The alternation process can begin at any point and move back and forth between efforts to understand and deal with a problem requiring action, and efforts to locate and understand pertinent knowledge resources. For example, an administrator might become aware of a disparity between agency purposes to serve all segments of the community, and the clientele and approaches of the agency that are predominantly middle class. He might proceed from this awareness of a gap between aspiration and actuality, to some careful analysis of the action situation in which the administrator tries to minimize prejudgment. The result might be a preliminary definition of the problem. He might next turn to his memory or to materials in his office, or to a major library to identify those specific bodies of organized knowledge that are most relevant to the problem at hand. If the way in which he acquired the knowledge served to relate the specific concepts from theory and research to some broader cognitive structure, then he would be able to readily retrieve the most pertinent concepts. If his understanding included the basic structure and specialties of the major scholarly disciplines, then he would have an appropriate set of index terms to use when he arrived at the library. If he understood the ways in which libraries are organized and the aids to library research that they contain, then he would discover the most pertinent ideas quite rapidly. The resulting familiarity with several organized bodies of knowledge that are relevant to his action problem might enable the administrator to bring organizing and sensitizing concepts to a re-examination of the problem. Usually this would result in a redefinition of the problem. The administrator might then proceed to analyze in depth the action problem to

identify the alternative courses of action that might be taken. Again, he might return to knowledge resources as a way of estimating the probable advantages and disadvantages of each alternative course of action. The final decision would be conditioned by the circumstances in the action situation. A return to the knowledge resources might yield a set of criteria for judging the relative success of any course of action.

Another illustration of an action seminar is a Community Leadership Action Seminar. Such a year long program might be directed by a political scientist who specialized in local government. Other faculty and resource persons from the community might also participate. Need appraisal interviews might identify about thirty participants with the background, experience, and interest for the Seminar. Interviews with community leaders might serve to obtain nominations of prospective participants and, from descriptions of how the leaders themselves became active, to suggest ways to identify the pool of people currently active in community affairs from which the next wave of community leadership would probably emerge. The faculty might identify ascendent community issues. Fortunately, or unfortunately, most communities have a large selection of such issues from which to choose. The early sessions, and related readings, might be devoted to a review of the selected issues, in which groups of participants would prepare background papers that would be read and discussed by the total group. The Seminar faculty and resource persons might be available for consultation at this state. All participants might read about theory, structure and functions of government and private groups as they deal with major public issues. The Seminar participants might then select two or more of these issues for more major study. For

each selected issue, a sub-committee of the Seminar might conduct a major study, talking not only with Seminar resource persons but also with the specialists and decision makers who are actually associated with the issue. Members of the sub-committee might interview them or the decision makers might meet with the sub-committee. The sub-committee might then prepare a position paper, possibly including a minority report, in which the issues would be analyzed and a course of action proposed. A possible course of action might be taking no action at that time. The position paper might then be distributed to the decision makers and specialists with a request for reaction and comment. As a final step, the sub-committee might develop and utilize a plan for bringing the final position paper to the attention of the public, through newspaper articles, public debates, and presentations to interested groups. This type of program design might do more to increase understanding of the relation between an analysis of community issues and the process of decision making, and to increase the participant's commitment to their public responsibility, than most adult education public affairs programs.

Although the basic process of alternating between knowledge and action is the same for all, there are differences associated with the personality of the individual, the demands and constraints of the specific role, and the circumstances of a specific situation. For this reason, professionals need a repertoire of effective strategies for alternating between knowledge and action, if they are to select and modify their approach and perform in actuality as thoughtful practitioners.

If the Action Seminar has utility for adult education participants,

it's doubly important in the preparation of adult educators. Most graduate students who major in adult education, come to graduate study with experience in the teaching of adults and in the development and administration of adult education programs. These experiences are often supplemented by field work and internship experiences in differing programs and agencies, that help in the identification of problems and opportunities that are characteristic of adult education generally, as well as those that are unique to specific settings. One of the major criteria for the selection of individual subject matter courses as part of a graduate degree program, is their pertinence to professional problems and opportunities. However, part of the degree program should be devoted to the alternation between knowledge and action, through arrangements such as Action Seminars.

In summary, the problem is relevance. Many agree that education should relate more directly to the issues of the day. There is no easy solution, but it is likely that the most satisfactory solutions will be consistent with the central purposes of the adult education agency. In education, both knowledge and action are important. The purpose of this essay was to propose a way to better interrelate knowledge and action. The approach is called an Action Seminar. The organization of the Action Seminar is similar to the standard seminar. It's the content that's different. The content of an Action Seminar is the process of alternating between knowledge and action. The purpose is to assist the participants to develop a repertoire of effective strategies for doing so. This requires an authentic confrontation with typical action and with related areas of valid knowledge. The alternation process

can begin at any point and move back and forth between efforts to understand and deal with a problem requiring action, and efforts to locate and understand pertinent knowledge resources.

The Action Seminar can take many forms and other arrangements such as supervised field work or clinical experience can serve similar purposes. The challenge is to develop ways to assist learners to develop a repertoire of effective strategies for alternating between knowledge and action.

THE CASE-STUDY APPROACH -- ALTERNATION BETWEEN KNOWLEDGE AND ACTION IN ADULT EDUCATION

(A) PREPARE CASE MATERIALS

Alan B. Knox

Some people learn best from several provocative examples. For many years physicians have reported analyses of interesting cases in their journals so that colleagues might be better informed when they confront a similar instance. Within weeks after a court decision, all trial lawyers have available a summary of the case including the basic situation, the argument or rationale that was used by each side, and the decision that was made.

The adult education literature does not contain comparable case descriptions. I do find many anecdotal articles that report on the "success" of practitioners, but that is not what I have in mind. What seems to be needed is a variety of detailed cases that describe an adult education situation, the dynamics of its operation, and evidence of results. I propose that we locate the best detailed case descriptions that do exist in the adult education literature, and that we arrange for the preparation of additional cases on aspects of the development and administration of adult education programs.

Each case should deal with a sufficiently limited aspect of adult education so that the case description can indicate in some detail, the problem and the context, who was involved, what they did, where and when and why they did so, and evidence of results. In systems terminology, the case should describe inputs, transactions, and outcomes.

The range of cases should include most of the important aspects of adult education program development and administration, including need appraisal, establishing objectives, organizing learning activities, evaluation, agency goals, staffing, learner recruitment, facilities, and finance.

Cases should be prepared for all types of agencies that sponsor educational programs for adults. In addition to agencies associated with educational institutions such as schools, colleges, universities and Cooperative Extension Service; and other organizations such as employers, labor unions, religious institutions, and professional associations; some cases should be prepared on aspects of programs such as Great Books, Weight Watchers, sensitivity training labs, and therapeutic communities such as Phoenix House. Comparative analysis of similar aspects of programs in different agency settings can help us to identify commonalities in the field of adult education, and unique aspects of various types of agencies.

If you have any interest in the preparation of case descriptions, I urge you to send such cases to COGITO. We will publish summaries of the cases and will send to those who are interested, copies of the complete case. The case description may be one that you located in the literature, one that you adapted from an article, or one that you prepared from an actual situation.

The value of the comparative use of the case descriptions will be increased if the contents and formats are somewhat comparable. Following is a set of guidelines for the preparation of cases that will be most valuable for comparative purposes. This list of guidelines is not an outline to follow, but instead suggests the types of information that should typically be included in a narrative statement in paragraph form.

1. Problem - Identify the specific practice or issue or problem on which the case is focused. Select an important or difficult problem in which there is uncertainty

about a course of action, or in which there are differing viewpoints about priorities, or in which a new approach is taken. Include reference to related circumstances.

2. Setting - Provide background about the current community and agency setting in which the problem occurs.

3. Development - Describe facilitating and hindering factors or roles that influenced the process leading up to the problem.

4. Roles - Identify the principal actor and the other persons who are directly associated with the problem, by use of fictitious names but actual position titles, and include reference to viewpoints on priorities and solutions.

5. Inputs - In describing the problem and its setting, identify the major inputs such as people's time, money, materials, facilities and policies related to the systems or sub-systems associated with the problem.

6. Transformation - Describe the ways in which these inputs were transformed or interrelated in an effort to make the system work, solve the problem, achieve the objective, or produce the intended outcome.

7. Outcomes - Describe the actual or intended outcomes related to the problem.

8. Questions - List some of the major and provocative questions related to the case.

9. Readings - List the few references that are most helpful in understanding and dealing with the case problem.

10. Length - The entire case should be between four and eight pages long, typed and double spaced, with a separate summary of less than one page.

* * * *

Why don't you prepare a case description today?

Discussion Case

(B) FRANKLIN COMMUNITY COLLEGE
Continuing Education Division

Alan B. Knox

I. *Purpose of Case* -- The purpose of this problem case is to provide a common focus and some background information to facilitate discussion of important concepts in the administration of adult education agencies. These concepts relate to descriptions of practices, theoretical models, and findings from research. The use of the case should facilitate the identification of: needed information, the interrelationships between variables, the process of administrative decision-making over time, and the aspects of administration that tend to differentiate the effective administration of an adult education agency from the remainder of administration in other settings.

II. *Community Setting*

A. General location -- In the East-Central United States, in Garnet City, the county seat of Grassland County, located in the center of the state about 150 miles to the nearest large city.

B. Population Concentration
   1. Garnet City -- 240,000.
   2. Grasslands County (includes all of Garnet City and suburban communities and some rural fringe) -- 410,000.
   3. Trade area -- 755,000.

C. Population Trends
   1. About a 5 percent increase for trade area during past five years, central city a slight decline, suburbs a large increase, rural area a moderate decline.
   2. Moderate mobility between Grasslands County and other urban areas in the state and region.

D. Economic Base (of Grasslands County)
   1. Major categories of employment:

Type of Industry	Number of Employees
Construction	9,000
Manufacturing	57,000
Transportation	8,400
Communication, Utilities	7,000
Wholesale Trade	8,800
Retail Trade	30,000
Personal Service	6,800
Hospitals	4,600
Education	10,400
Other Professional (incl. pub. adm.)	14,000
Other Industries	18,000
TOTAL	174,000

2. Job Opportunities -- Moderate unemployment at lowest skill levels, personnel shortages at technican level.

E. Community Life -- Typical in terms of family life, crime, health facilities, voluntary associations, church membership, and political activity. Due to community size and central location, Garnet City houses many state and regional trade and professional associations.

F. Preparatory Education
   1. Elementary and Secondary -- Of the school-age children and youth about 55 percent are in public schools, 20 percent are in private and parochial schools, and 25 percent are out of school.
   2. Higher Education -- The trade area is serviced by two state universities, one state teachers college, one private university, two private colleges, one comprehensive community college (Franklin Community College), and a variety of small proprietory and trade schools. For the public institutions, tuition ranges from $6 to $35 per course and for private institutions from $45 to $90.

G. Continuing Education (type and annual adult student enrollment for major adult education agencies in the trade area.)

Type	Enrollment
Churches (informal adult program	5,100
Schools (7 systems)	4,930
Company Training	4,700
State University Extension (in area)	2,200
Private University Evening College	1,850
Other College and University Extension	2,000
Community Agencies	800
Library	730
Union	500
Business School	450
Other Trade Schools	800
Other Adult Education Programs	10,000
SUBTOTAL	34,060
Franklin Community College Continuing	5,400
TOTAL	39,460

III. *Parent Institution* (Franklin Community College)

A. Founded about 15 years ago under state legislation that provides for financing 1/3 by state, 1/3 by local counties in trade area, and 1/3 by other sources including tuition.

B. Course Offering -- A Comprehensive Community College. The major academic and technical program include liberal arts, business and commercial, construction technology, health technology, and recreation technology.

C. Enrollment -- About 4,000 full-time students about half of whom prepare for transfer to 4-year colleges and each year about 600 do so. Total full-time enrollment has increased about 300 students each year for the past 5 years. Facilities have in general

kept pace and are adequate to handle almost all full-time students during day-time hours, with space available for some evening classes and some day-time classes through the Continuing Education Division.

IV. *Agency* -- Continuing Education Division of Franklin Community College

A. Established about 12 years ago, was primarily evening classes for first 5 years. A rapid increase in enrollment about 6 years ago, from 3500 to about 4800 three years ago.

B. Program Areas -- The Division is organized primarily by instructional format into three bureaus (classes, conferences, correspondence). Information for these three bureaus and the total is provided below.

	Classes	Conf.	Corresp.	TOTAL
Annual Student Enrollment	3,000	1,400	1,000	5,400
Number of Mentors (part-time)	160	105	27	292
Percent, Faculty from the Community	20	70	10	35
Program Admininstrator Time	2	1	3/4	3 3/4
Percent Program for Degree and Certificate Credit	70	None	90	
Major Subject Area	Parallels college but somewhat less lib. arts more business and technical	Mostly job oriented multidisciplinary	Mostly credit courses and non-skill commercial subjects	
Student Characteristics				
Percentage Men	55	70	40	
Average Age	28	37	24	

C. Bureau of Evening Classes -- Aside from the mentors, the agency staff consists of 1 full-time program administrator who works with the liberal arts courses and programs for women, a half-time program administrator who works with the business courses other than secretarial and who teaches the other half time in the day business program, a half-time program administrator who works with the technology and other courses and who teaches the other half-time in the day construction technology program, and two secretaries. As is the case for all of the program administrators connected with the agency, those in this bureau spend their time developing and arranging for educational programs; recruiting and supervising mentors; recruiting students; arranging for facilities, equipment, and materials; counseling with students; and working with community groups. In this bureau there is more emphasis on working with college department chairmen and scheduling credit courses, and less emphasis on course development and working with community groups. The heavy emphasis has been on offer-

ing credit and degree courses in the evening that will achieve the same objectives as when offered for younger full-time students, but encouraging teachers to adapt methods to the adults. Partly for this reason, full-time students are discouraged from enrolling in courses in the C.E.D. unless a serious course conflict occurs. The non-credit courses have developed recently, mostly in response to requests from the community. Almost all teachers in credit classes teach one course in the division and teach the remainder in the day program of the College. The evening classes meet mostly in College classrooms in the evening with some during the day and a few in non-college facilities. The drop-out rate during a typical term is about 15 percent.

D. Bureau of Conferences and Institutes -- One full-time program administrator works with the ten-year-old conference program, and has the assistance of one full-time secretary and extra secretarial assistance when needed. He supervises about 35 conferences a year ranging in size from 20 to 200 persons and averaging 40, and ranging in duration from 1 to 14 days and averaging 2. In program development, his emphasis is on working with planning committees, promoting the conferences, and working with community groups. The planning committees with which he works typically include representatives of both client groups and faculty. A section of the student center is primarily available for use by this bureau and contains some sleeping rooms, meeting rooms, and has convenient access to the dining and recreational facilities.

E. Bureau of Correspondence Instruction -- One person spends about 3/4 time supervising the correspondence program, the other 1/4 time spent as librarian for the C.E.D. The six-year-old program has developed or acquired about 35 home study courses of which 20 currently have persons enrolled. The current enrollment of persons who have paid for but not completed or withdrawn from courses ranges from 60 to 280 with an average of about 50. The program administrator spends time supervising the part-time correspondence teachers, most of whom are young instructors at the college, in working with senior faculty at the college and at nearby universities in the development of about 5 new courses and syllabi at any one time, and in consultation with groups whose members might use new courses. The only facilities for the Bureau are the office for the program administrator and his secretary, as the teachers are all part-time and use their regular offices.

F. Other Units with the Division

1. Counseling Center

   a. Personnel -- Two full-time counselors, one of whom serves as administrator of the center. Supplemented around registration time by program administrators and some of the more experienced faculty who teach in the Division. Five secretaries.

   b. Functions

      1) Advising part-time students and prospective students regarding available programs in the Division, throughout the year. Includes responding to requests for information.

2) Counseling with adults who want to develop a self-directed plan of study; parts of which may be offered by the Division.
3) Providing information about sources of financial assistance (coordinated with the finance office of the Division and the Student Aids Office of the College).
4) Handling all registration procedures.
5) Maintaining student records (coordinated with registrar's office of the college for credit students).
6) Placement of students in further education and jobs.
7) Research and Evaluation -- One quarter of one counselor's time is assigned to this function, which includes the preparation of a report of student characteristics three times each year.
8) Coordinate student activities. There have been almost none in the past but there have been a growing number of requests from some of the younger students recently for some kind of social event for evening students.

2. Finance Office -- Half-time of a finance expert and a full-time secretary (coordinated with the college finance office for many basic operations such as purchasing). Emphasis on collection of tuition and fees around registration time, billing for correspondence students, and special financial arrangements, and some supervision of custodial staff.
3. Public Information -- One full-time person and a secretary who mainly helps to promote Division programs by preparing copy for course and conference brochures; radio, T.V., newspaper ads; new releases; etc. Some effort on interpretation of the Division to the community and institutional relations (coordinated with the College Community Relations Office).
4. Library -- One quarter time of person who supervises correspondence program is devoted to evening library service, in conjunction with the regular college library staff. She has a half-time secretary to assist her. Library materials include books, periodicals, special reading lists, audio-visual equipment, films, special transparencies, tape recordings, and programmed instruction machines and materials.

G. Agency Administration -- There is a full-time director of the division who reports to the President of the College. All program administrators and heads of other units report to the Director.

H. Staff Development -- There are meetings bi-weekly for the Division Administrative staff, about one third of which are devoted to topics designed to increase competence, the remainder to communication and coordination. The administrative staff are encouraged to attend one or two professional meetings a year at Divisional expense. Monthly luncheon meetings are held for community faculty on topics designed to increase their commitment to the Division and competence in teaching. For the past three years the Division has sponsored a weekend conference on instruction to which all faculty are invited, at Divisional expense.

I. Finance -- For the total Division, about 60% of operating costs come from tuition and fees, about 30% from state and local tax funds, and about 10% from other sources. The colleges does not, however, charge the Division for use of classroom space. Evening students pay the same tuition for credit courses as do day students. The Bureau of Conferences and Institutes is approximately self-supporting. Any surplus beyond the budget each year is returned to the College general fund. The division is allowed a small amount for venture capital each year.

J. Program Directions -- The administrative staff has discussed the development of a fourth program Bureau of Community Development, aimed especially at helping disadvantaged or minority groups to help themselves. At this state, the proposed Bureau would differ greatly in educational methods and in financing. This new direction for the agency has aroused some concern with the Division and the college generally.

V. *The Problem* -- Ernest Trueblood, with an M.A. in Business Teacher Education, is the half-time program administrator for 50 sections of business credit courses in the Continuing Education Division of Franklin Community College. For the past seven years he has been teaching business management and business economics courses during half of his time in the day program of the College's department of Business Administration and for the other half of his time has been developing an increasingly large and effective evening class program of business courses in the Continuing Education Division. His program reaches 1500 different adults, 1100 in credit courses and 400 in non-credit courses. In the past year, 50 persons taught in his credit courses and 12 taught in the non-credit courses. Half of each were from the community. His current decisional problem (with which this case deals) is the appointment of Justinian Eagle, a local attorney with no previous connection with Franklin Community College, to teach an advanced evening credit course next Fall on Business Law, with an emphasis on the uniform commercial code. Mr. Eagle is a Vice President of the Garnet City National Bank, and about fifteen years ago had taught a course in business law at the Law School of the University in the state capital, 150 miles away. The Business Law course has not been offered through the CED Bureau of Evening Classes in recent years, in part because in the opinion of Ernest Trueblood, there has been no really competent teacher of business law in the College. The teacher of the Business Law course in the day program in the past few years has been a young faculty member by the name of Casper Wilton. Business Law is not a major area of competence or interest of Mr. Wilton, but there was no one else in the Department of Business Administration who was more prepared and interested, so he agreed to teach it as a favor to Dr. Harry Slick, the Chairman of the Department of Business Administration in the daytime program of the College. The Department includes about 1000 full-time students and about 35 teachers. Almost all day courses are taught by full-time members of the department. Dr. Slick recruited Mr. Wilton to Franklin, in part because of his extensive publications for a young man and his growing scholarly reputation. Mr. Wilton is currently working on his doctorate in Economics, and is interested in teaching the Business Law course next Fall on an

overload basis for extra pay. Almost all of the members of the department who teach evening courses do so on an overload basis for extra pay, at the rate of one-sixth of their semester salary for each course. In the classroom, Mr. Wilton tends to be hesitant and somewhat disorganized. He has had little practical business experience. His one teaching experience in the Bureau of Evening Classes several years ago was not very successful, and there was a 60 percent drop-out rate for the adult students in his course. When Ernest Trueblood first approached Dr. Slick about offering the Business Law course through the Bureau and having Mr. Eagle teach it, Dr. Slick countered that it was a good idea to offer the course, but that if it was to be offered, Casper Wilton should have first refusal. In part because he reports to Dr. Slick in the teaching half of his assignment, Mr. Trueblood hesitated to take issue with Dr. Slick's seemingly firm position at their first encounter on the topic. Mr. Trueblood subsequently visited informally about the matter with Mr. Arlen Marlin, the Director of the Continuing Education Division and with Dr. August Steele, the Director of the Business and Commercial Division of the preparatory education program for full-time students at the College. Ernest stressed to Mr. Marlin the backlog of interest and requests from the community for a business law course, and the fact that many of the potential class members are businessmen of some influence in Garnet City, especially in relation to authorizing tuition reimbursement arrangements for employees who enroll in the C.E.D. Mr. Marlin indicated that in the past the decision on staffing credit courses has been a mutual one and there is little that can be done if Dr. Slick insists on Wilton instead of Eagle, other than not offering the course, at least on a credit basis. Ernest stressed to Dr. Steele the importance of close working relationships between his Division of the College and the local business community in terms of preparatory education, placement of graduates, continuing education, research, consultation, and the inclusion of qualified practitioners in teaching roles. Dr. Steele indicated that the decision was up to Dr. Slick and that he would support whatever decision Dr. Slick made. Ernest Trueblood is now at the point of having to decide how to proceed, under the circumstances.

VI. *Relevant Variables* -- Listed below are major variables that Mr. Trueblood might well take into account in the process of arriving at a decision regarding staffing of the advanced business law course.

A. The number and characteristics of the anticipated course participants.
B. How they are expected to change as a result of the course.
C. The required and desirable faculty competence in terms of content and methods.
D. Alternative sources of teachers.
E. The relative extent of College commitment to achieve continuing education goals.
F. The importance of both teacher and program administrator participation in program planning.
G. The extent to which the evening class should attempt to use different methods to achieve the same objectives as the day class.
H. Alternative ways of proving faculty input.
I. General roles of Department and Bureau in teacher recruitment and selection.

J. Influences on Department's power to decide on staffing.
   1. Comparability between day and evening program.
   2. Comparability of day and evening students.
   3. Bases for evaluation.
   4. Advantages of being able to decide.
   5. Relative institutional power.
   6. Institutional process for deciding (incl. policy).

K. Influences on Bureau's power to decide on staffing.
   1. Criteria from Bureau's standpoint.
   2. Alternatives available to Bureau.
   3. The incentives which can be offered.
   4. Advantages of being able to decide.
   5. Relative institutional power.
   6. Institutional process for deciding (incl. policy).

L. Departmental and community teacher's positions; facilitators and barriers for recruitment.

M. The major value judgments related to the problem.

N. The relative importance of this problem, in terms of the amount of effort that should be invested in arriving at a solution.

VII. *Preparatory Readings*

A. 163 Daigneault, Decision Making in the University Evening College (esp. Chs. 2, 7).

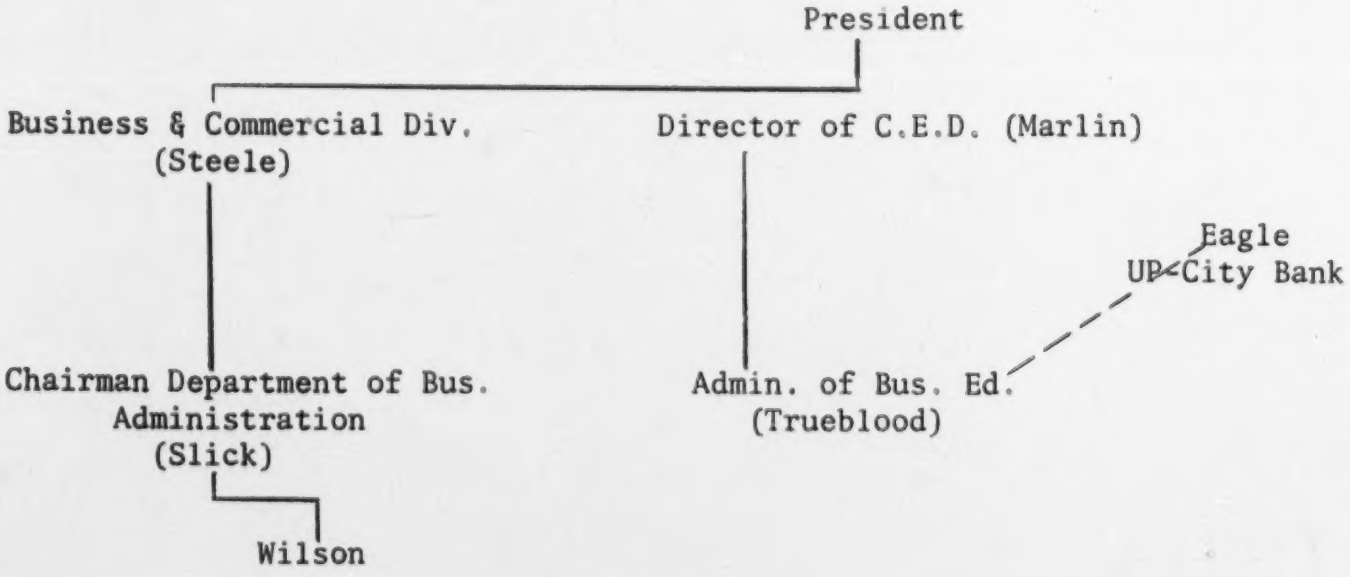
B. Knox, Social System Analysis of the Adult Education Agency (pp. 45 - 51, 75 - 82).

C. 543 Reeder, Variations on a Theme by Barnard (ch. 11) (Available on reserve).

(C) ANALYSIS OF FRANKLIN COMMUNITY COLLEGE CASE

Howard Williams

Usually the first step in analyzing a case study is to organize the actors by position in the organization. Franklin Community College would look like this:



Once the formal structure is outlined, it is then possible to brain storm the problem. Such free wheeling in this case leads to the central issue. This issue is that staffing decisions for the evening division credit courses are made by the day department heads. Unless this policy is changed, the only options Trueblood has are to: 1) offer the course without credit; 2) not offer the course at all; 3) have Wilson teach the course; or 4) get everyone together to resolve the policy question.

The next step is to develop each alternative more fully. For example, if Trueblood decides not to offer the course, a whole series of questions can be raised about the effects of such a decision. Such discussions by a class are critical because the goal is not to agree on a particular decision, but rather to develop each alternative fully.

The analysis so far has grown out of the formal structure of Franklin Community College. Other ways of developing the case are to look at roles, interpersonal issues, institutional power, informal structure, community relations and student needs. Most of these variables are discussed in a class discussion.

The final part of discussing such a case is to relate issues to literature and research. The usual question is: What is in the literature which relates to the problem? Often articles are mentioned which, when read later, help develop other ideas, options and solutions not discussed during the class session.

This discussion may suggest that analyzing case study is easy. However, the most difficult part of analyzing a case is to take the role of each actor and develop a rationale for his behavior. Unless the student does this, case studies are sterile. They can be very rich and meaningful learning experiences when students decide to work at them.

Mr. Williams is working at Bankers Trust, and he is a doctoral student in the Department.

OPPORTUNITIES FOR CAREERS IN ADULT AND CONTINUING EDUCATION FOR PARAPROFESSIONALS AND VOLUNTEERS

Elmer Fleming and Alice Leppert

(1) *THE NEED FOR PARAPROFESSIONALS AND VOLUNTEERS*

The problem of undereducation among adults in Canada and the U.S.A. is most acute in rural and urban low-income areas. The adults living in the depressed sections of our countries suffer great handicaps because they lack the basic skills which are so necessary for survival in our modern technological society. The men and women who cannot read, write or compute well enough to get and hold suitable jobs face almost insurmountable obstacles. The severe limitations on their social living skills and lack of information on community resources sharply curtail their chances for success as parents, responsible citizens and mature human beings.

It is now apparent that the extent and complexity of the problem is increasing. Greater numbers of undereducated adults themselves now realize that the present job market calls for increased reading skills. Since every adult student is on a different level of achievement, programs have to develop a "custom-made," individualized approach. Knowledgeable educators, in both school and community-agency settings, have recognized these facts. Therefore they are actively recruiting paraprofessionals and volunteers as special assistants.

Elmer Fleming is Principal, Forest Hills Youth and Adult Center, NYC, and a lecturer in Adult Education, the City College. Mr. Fleming is a doctoral student in the Department.

Alice Leppert is a Program Specialist in Adult Basic Education, Church Women United, NYC.

The rapid expansion of educational programs for adults has created an enormous demand upon the existing reservoir of professional adult leadership. Manpower Training, Local Board of Education Adult Basic Education programs, High School Equivalency classes, Prison classes, Community Action Centers, Learning Laboratories, informal and formal Adult Education Centers are emerging all across the United States and Canada at an astounding rate of growth. The use of paraprofessionals and volunteers is helping to meet the need of adults in these programs, and a a new team approach in the delivery of educational services is developing.

To finance these special efforts, large amounts of federal, state and local tax monies have been made available. In addition, private non-governmental support is increasing from voluntary agencies, church groups, businesses and union organizations.

Paraprofessionals and Volunteers help provide the all-important personal factor in reaching and teaching the adults who need a second chance at learning the fundamentals. They are bringing encouragement to the adults who worry about their ability to learn. They give support to those who failed so often they never want to try again. They help implement the program for individualizing instruction for each student by giving simple diagnostic tests, supervising skill practice and tutoring in special situations. They assist the teachers with record-keeping tasks and group morale.

(2) *WHO IS A PARAPROFESSIONAL?*

A paraprofessional is a person who works "alongside of" a professional educator and is responsible to him. He receives pay from the program to which he is assigned in return for his time and effort. The

trend today is the development by the agency of a career ladder so that the paraprofessional has upward mobility within his organization or a similar one. The paraprofessional also gains the satisfaction of helping others to improve their education. He is often a member of one of the minority ethnic groups and usually has a definite plan for upgrading his own education. His academic credentials need not be as complete as those of a professional. He may be a full-time worker or a part-time worker.

WHO IS A VOLUNTEER?

A volunteer is a person who works in a school or community-based program, and has the same access to educational competence as the paraprofessional. He receives no pay but does gain satisfaction through making a contribution to the educational development of individuals and to the solution of one of society's pressing problems. Although his academic credentials need not be as strong as a professional, he is often a high-school or college graduate. He usually has sufficient economic security and can make a contribution of his services. The volunteer is usually a part-time worker on a definite, regular schedule.

(3) *WORK OPPORTUNITIES OPEN TO PARAPROFESSIONALS AND VOLUNTEERS*

The opportunities for paraprofessionals and volunteers are in two areas: Instructional Assistants and Program Aides. These two groups function as part of the main team which includes administrators and teachers as well as other workers.

Instructional Assistant: An aide to a teacher or a materials librarian, may tutor an individual student, a potential drop-out, or in-

struct a small group; may help give oral tests, informal reading inventories, teacher-designed tests, and published tests with national norms.

Materials Librarian: May manage the collection of printed and audiovisual materials selected by the teacher, run the equipment and maintain it in good working order; serve as bilingual aide.

Program Aide: Includes a wide variety of activities: Recruiters of adult students which involves ringing doorbells and publicizing the value of what the adult will learn; performing secretarial tasks and keeping files of statistics on the students' progress for documentation and research; helping to lower the absentee and drop-out rate by keeping close check on the students, through phone calls, correspondence or home visits; Tour Directors for trips to museums, historical sites, gardens, farms, factories, hospitals, clinics, banks, employment agencies, government offices, etc.; Assistant Counselors: helping with orientation of new students, development of personal and family relationships, and problems of motivation; locating of job opportunities, placement of students and necessary follow-up.

As representatives from the community both paraprofessionals and volunteers may serve as valuable additions to the membership of Boards and Advisory Committees.

(4) *WORK OPPORTUNITIES OF SPECIAL INTEREST TO PARAPROFESSIONALS*

Since the paraprofessional is often a person who has a special empathy for people with extremely limited social and educational opportunities, he can put this talent to use in the recruiting and counseling aspects of a program. Since he also understands through experience the value and necessity for practical, immediately useful information and

skill training, he can relay suggestions for improvement of the total program. During his apprenticeship, the paraprofessional can improve his own basic skills and also look forward to the prospect of moving along into more advanced and more responsible positions.

(5) *WORK OPPORTUNITIES OF SPECIAL INTEREST TO VOLUNTEERS*

Volunteers with previous experience in education or with a flair for mathematics or the language arts, especially reading, usually find their greatest satisfaction in being Instructional Aides. The citizen who is thinking about re-entering the educational field after a period of absence, can brush up on earlier skills and learn more up-to-date procedures by becoming a volunteer in an on-going program. This is especially true if the volunteer assignment is in one of the new learning laboratories featuring adult basic education and high-school equivalency preparation.

Since adult education often features highly individualized programs of study, volunteers help the adult student in his use of programmed instructional materials, as he checks his own progress and proceeds at his own rate of speed.

(6) *QUALIFICATIONS AND TRAINING NEEDED*

The personal qualifications for the paraprofessional and the volunteer should include a deep concern for solving human and social problems and the willingness to be open to more effective ideas, more productive relationships, and better ways of learning.

The program which accepts the paraprofessional will usually provide a brief orientation session and frequent in-service training workshops

led by their own professional staff or that of a university or community organization specialist.

The volunteer may enroll for an orientation session by a community-sponsored Volunteer Service Bureau or by the educational agency which the volunteer wishes to serve. In some areas the volunteer will find a program or agency providing pre-service training which is directly related to professional educational leadership, especially in the teaching of reading to adults. In such a program, there is educational input through the use of competent consultants, qualified reading teachers and strong links with university Departments of Continuing Education and State Departments of Adult and Adult Basic Education.

Both paraprofessionals and volunteers will participate in frequent, short-term intensive training sessions during their period of service on the job. These new members of the team are thereby continuing their own education with on-the-job training. Participation in this experience of learning through doing is the most important part of the early training of the volunteer and the paraprofessional.

(7) *WHERE TO WRITE*

Persons interested in pursuing a career as a paraprofessional/volunteer in adult education and those wishing further information about this area of opportunity can write to Committee on Professional Development, National Association for Public Continuing and Adult Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Courtesy of Warner and Warner International Associates, Incorporated, Washington, D.C.

SOME OF THE DEPARTMENT'S STUDENTS DESCRIBE THEIR JOBS

* Alice Jacobson

The editors of Cogito have asked me to write a short article on my job. There's nothing I enjoy talking about more since it is the most exciting work I've done to date.

For two years, I was a high school equivalency teacher for Bronx Community College, working in the New Careers Program. I took a year off to complete my Master's degree, and I am now serving as trainer for the Center for Community Education, a part of Teachers College.

The Center, located at 122nd Street and Broadway, has two goals. First, it collects and disseminates materials concerning parent information on public school issues. Workshops are held with parent groups in Harlem and East Harlem; pamphlets are written about current topics of concern (such as electing local school board officials and Title 1 funding); and an information unit containing relevant publications is available to all who wish to use it. Second, the Center serves as a link between the college and the community. Students are placed in volunteer positions and are free to use the materials the Center has gathered.

In line with the Center's desire to improve the whole area of parent education, I have created a series of workshops for teachers of high school equivalency subjects. As anyone who works in the area of education for the disadvantaged adult knows, materials and methods which are in common use in high school equivalency classes leave much to be desired. By bringing together a group of teachers in this area who share their thoughts on the most effective way to teach these subjects, we hope that all the teachers' students will benefit from the workshops. The sessions run for eight weeks and meet three times a week for two hours.

Although I miss the experience of actually being in the classroom, I enjoy the challenge of working with colleagues who share the same interests and problems I faced as a teacher and am still concerned about today. As a trainer I am in a unique position to follow the thrust of the adult education faculty: I am constantly finding myself in the position of alternating between knowledge and action.

* * *

* Bernard Gresh

I was hired by Hudson Catholic High School, Jersey City, to bridge communication gaps -- between high school students and their parents, between high school teachers and their students' parents. Fortunately, the principal, Luke Maher, is realistic. He spelled out the general goal of my position as part-time director of adult education and left all the details to me and the advisory committee I formed.

Both Miss Jacobson and Mr. Gresh are doctoral students in the Department.

Hudson Catholic is a diocesan high school in downtown Jersey City. Its students are sons of second and third generation Italians, Irishmen, and Poles -- blue collar workers who work hard to get their children into good colleges.

The adult education program began at Hudson Catholic last September and is aimed at the students' parents. Other members of the Jersey City community, however, are invited to participate.

First Semester

The first semester's program involved close to 400 parents and had two parts: (1) a three-session orientation series of panel discussions on the following topics: the school's new modular scheduling (large group instruction, small follow-up groups, and numerous independent study programs), the guidance program, and the religion program, and (2) a series of five-week courses in these areas: "Understanding the Drug Problem" (small group discussions with ex-drug addicts, a social worker, a pharmacist, and a parent of a drug addict), "How to Select and Finance a College Education for Your Children," and "Religious Education -- What's Being Taught in the High Schools Today."

Second Semester

After evaluating the first semester's programs, we decided to expand our offerings. The following outline will give you an idea of the expansion:

I. Four Monthly Panel Discussion Sessions on these topics:

February:	Drug Education for Parents
March:	The Future of the Catholic Schools
April:	The Future and State of the Parish
May:	Abortion -- Legal and Moral Considerations

(Each monthly panel discussion is to be followed up by three weekly small group discussions. This is planned in order to give parents the opportunity to pursue the topics in greater depth.)

II. A Book Discussion Group (Will meet every three weeks and is based on some of the principles of the Great Books Movement)

III. A Film Festival (Four films will be shown during Lent. A discussion will follow each film. Films: "The Parable," "Nothing but a Man," "Two Men and a Wardrobe," and "Automania 2000.")

IV. An Evening with the History Department: A discussion of the crisis in Indo-China (Third week in March)

V. An April Course: "How to Select and Finance a College Education for Your Children."

Bridging communication gaps can't be done in two semesters -- it takes at least three or four! But we're making small strides in meeting the educational needs of a small but significant group of Jersey City adults.

"MAYBE LATER . . ."

Bernard Gresh

When Huntington's Immaculate Conception Seminary on Long Island hired Dr. Alan Knox to conduct a fall seminar in adult education, they made a small but significant step toward furthering the adult religious education movement in the Catholic Church.

The seminar was directed toward second-year seminary students, priest-moderators, and lay co-ordinators of Confraternity of Christian Doctrine (CCD) religious education programs in eight Long Island parishes.

Last summer Dr. Knox told me about plans for the seminar at Huntington. I was surprised. Seminaries seemed like places not fully aware of the religious and educational needs of adult Catholics. I believed that seminaries trained future priests to be more attentive to the educational needs of the young.

John Dunne, a seminary professor, and three other seminary representatives met with Dr. Knox in the spring. They had been running a pastoral training program at the seminary for second-year seminarians. It involved the seminarians in work with parents in adult religious education programs. Father Dunne and his fellow seminary representatives wanted Dr. Knox's help in setting up a program that would adequately prepare the seminarians for their work with adults.

After several meetings with the seminary representatives, Dr. Knox formulated the objectives of the seminar. The overall objective, he stated, is to increase the participants' competence in the development of informal educational programs for adults. These objectives will be achieved if those taking the seminar increase their understanding of the adult as learner,

the relationships between the adult learner and his community, how adults learn best in various situations, and how to relate adult education theory to practice. The first session was organizational; the second focused on the adult as learner. The third session, which I attended, centered on the educative community and included a consideration of the relationships between one's income and educational level, one's participation in adult education programs, and the methods used to analyze the community in order to set up effective programs.

Before the session began, Father Dunne explained how the seminar originated. "Several seminarians," he said, "after finishing last year's second-year theology pastoral training program, suggested that we bring in someone who has expertise in the area of adult education -- from a religious and educational point of view. This was difficult because there aren't many people working in both these fields. In short, the whole adult education seminar was actually a response primarily to meet the needs of the seminarians in their pastoral counseling experience in the parishes."

Dr. Knox began the session by asking the sixty participants to form eight small groups according to their parishes. Their task, Dr. Knox said, was to discuss the assigned readings and determine what sub-topics they want further clarified and illustrated later during the session.

I joined a group from the St. Anthony of Padua Parish, East Northport. The group included the pastor, four seminarians, several laywomen co-ordinators of the parish's religious education program, and Father Badia, a director of an adult religious education program in Brooklyn.

The group did not focus on the required readings nor on the sub-topics related to assessing communities' adult education needs. Rather, they got right down to some of their more immediate concerns: what they could do to

reach St. Anthony's parishioners more effectively.

The discussion reflected the group's deep concern for meeting the religious and educational needs of the thousands of people moving to suburban areas like theirs. For the present, most of the group members called for a setting of priorities to meet these growing needs. Stated Father McGrath, "As for adults, many courses are offered in parishes for them, but these are shot-gun courses by the experts. For any given course, you'll get about 300 people to turn out. But these are the same people who go to church Sundays. The problem is how to reach the others."

Father McGrath saw the need of reaching the others. But he conceded that the focus of concern now must be on the religious education of children. Through the children it may be possible to reach their parents. Concern for their children's religious education will involve them in their own religious education.

A laywoman religious education co-ordinator in the group shared Father McGrath's concern: "We should stress parent education," she said, "not general religious education. General programs for adults are nice, but you don't reach the people you want to."

Another woman co-ordinator summed up what I thought was the general consensus of the group members. "For some of these adults," she stated, "general adult religious education is a luxury. We reach the parents, it must be remembered, for them and their children."

In the general session, Dr. Knox spoke for thirty minutes on understanding the social, economic, and educational backgrounds of adults. Unless the sponsors of adult education programs understand the relationships of these factors to participation in adult education, Dr. Knox told them, they will tend to plan ineffective programs. Dr. Knox then summarized some of the key

findings of the Johnstone-Rivera National Opinion Research Center study, Volunteers for Learning (Illinois: Aldine Publishing Company, 1963). This study focused on the educational pursuits of American adults, why they take courses, what they get from them, and the relationships of their socio-economic status to their participation in adult education programs.

Dr. Knox spoke also of the need to analyze the geographic area where one wants to sponsor adult education programs. By doing this, he explained, a sponsor learns what educational resources are available in the community (library programs, recreational programs, cultural events, mass media educational programs, public school courses for adults, book discussion clubs, etc.). The sponsor can then avoid duplicating services and plan his program more realistically.

Dr. Knox also discussed methods of recruiting for adult education programs. After explaining various techniques commonly used, he summed up his remarks by saying, "In working class areas, research has shown that the most effective means for recruiting is through word of mouth. The persons who successfully participate in adult education programs are your most important means for encouraging others to join your program."

One priest-moderator summed up a major problem in adult religious education when he described his view of the attitudes of some of the affluent, well-educated parents he meets in his parish. "When we talk about adult religious education," he said, "many of these parents say, 'I've gone through sixteen years of Catholic education, and you're not going to talk to me about adult education.'" He spoke of an attitude that says religious education is once-and-for-all; it takes place when one is young. There's no further need for it after adolescence.

Another priest-moderator expressed the problem this way: "There's a problem here with the whole question of the image of a Christian -- it's a negative image, of avoiding evil, for example. It's far from a positive orientation. A typical response you'll get when recruiting adults for adult religious education is 'I'm a good Catholic. Why do I need more religion?'"

Dr. Knox responded to the theme of this part of the discussion by expressing his understanding of a fundamental principle of education -- and of theology, for that matter; begin where the adult learner is. Begin with the issues that touch the adult learner most deeply -- religious issues, educational issues, any pertinent issues. He also pointed out that there are numerous informal approaches that can be used to involve adults in learning situations.

The seminar session ended and I spoke with several seminarians, a few lay coordinators, and several priest-moderators. They seemed enthused about the ideas discussed. They didn't seem ready or to be in a position, however, to put many of these ideas into practice.

A CCD teacher from St. Sylvesters summed up a point of view which many held by saying, "The Church doesn't have the facilities for all the programs we discussed in the seminar (except, maybe, some of the bigger parishes). We should concentrate on doing what we can in CCD. Maybe later on we can do the other things in adult religious education.

These words: "maybe later on," are significant. They speak volumes about her concerns and those of her fellow teachers. They reflect the realistic but hopeful attitude of the people I met in Huntington that evening. They work realistically in their given situations. Yet by exposing themselves to ideas about adult education theory and practice, they have at least opened themselves up to the possibility of "Maybe later on."

ADAPTATION OF KNOX'S MODEL ON CONTINUING PROFESSIONAL EDUCATION NEED APPRAISAL TO EXCHANGE TEACHERS*

Eitan Israeli

A. *Need Appraisal -- A Model of Action*

Needs and Models

One of the typical examples of alternation between knowledge and action is the use of the model. The model represents a process of abstraction, which has to be learned from experience. Once the model is set, it is to be translated from the symbolic form into physical action in the real world. Our concern here is to explore whether any model can be adequate when dealing with human needs. Is it feasible to claim that needs (or needs appraisal) are replicable? What is the nature of of a model's predictability when the determination of needs is often arbitrary? To what degree can a model of need appraisal aimed at a certain profession be adapted to another profession? In the following we will consider Knox's model on need appraisal and will try to explore its underlying premises. In addition, we will attempt to adapt the model to a specific target population and examine its adaptability.

Knox's Model

"The purpose of the need appraisal study is to assist certain types of people to make certain types of decisions regarding continuing profes-

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*Excerpts from a paper submitted to an advanced seminar in Adult Education held in the Department.

Mr. Israeli, from the Hebrew University of Jersualem, Israel, is a doctoral student in the Department. At present he is the coordinator of the Israeli Teachers Exchange Program at The Jewish Agency.

sional education."[1] There are several underlying premises. One is that "the weakest link in the chain of events from professional practice through continuing education participation to improved practice, is the procedure by which the needs for continuing education are appraised." The belief is that an appropriate model of need appraisal will serve to secure better programs for continuing professional education (CPE). In terms of this paper, such a belief implies that knowledge is action, and knowing the needs of the clients will lead toward the establishment of better programs of CPE. Another premise of the Knox Model, which was designed for gynecologists and obstetricians, is that attending the CPE programs will maintain and enhance the quality of medical care related to the specialty. The belief is that knowledge of and commitment to the profession can be derived from CPE programs.

The third premise is that it is within the power of a need appraisal study to specify the extent to which educational needs focus on lack of knowledge, lack of competence, or lack of commitment to use one's competence. The belief is that when those traits are explored, both objectives and learning activities in continuing education will be delineated explicitly, and the criteria for judging the effectiveness of continuing medical education will be the extent of related improvements in the quality of medical care. Once again, it is clear that the basic model here is rational, i.e., there is a flow from finding -- to planning -- to implementing -- to observable outputs.

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[1]The following citations are from the "Project Proposal" and from the "Narrative Description of Project Proposal," whose title is: "Feasibility Study to Appraise the Needs of Professionals for Continuing Education," prepared by Alan B. Knox, Director, Center for Adult Education, Teachers College, Columbia University; and Harold M. M. Tovell, Chairman, Committee on Continuing Education of Obstetricians-Gynecologists, American College of Obstetricians and Gynecologists, 1970-71. We will lable this study as the ACOG Study.

Knox's Model on need appraisal is an implementation of the rational thinking expressed in the preceding three premises. In a way, it is reminiscent of Dewey's five-step model of "how we think." Knox's four major steps in the need-appraisal process are: define, collect, analyze, and use. The core of those steps is the discovering of gaps; gaps between the current circumstances and the changed (desired) circumstances. In other words, need appraisal is aimed at discovering and locating gaps (in knowledge, competence, commitment), and the decisions of how to go about filling up these gaps. Gaps are identified not only by the clientele, but also by "others" in the sphere. The accumulative analysis of the data received by the "participants" and by the "others," and the evaluation of present CPE programs, provide for the making of priorities and strategy of the program development.

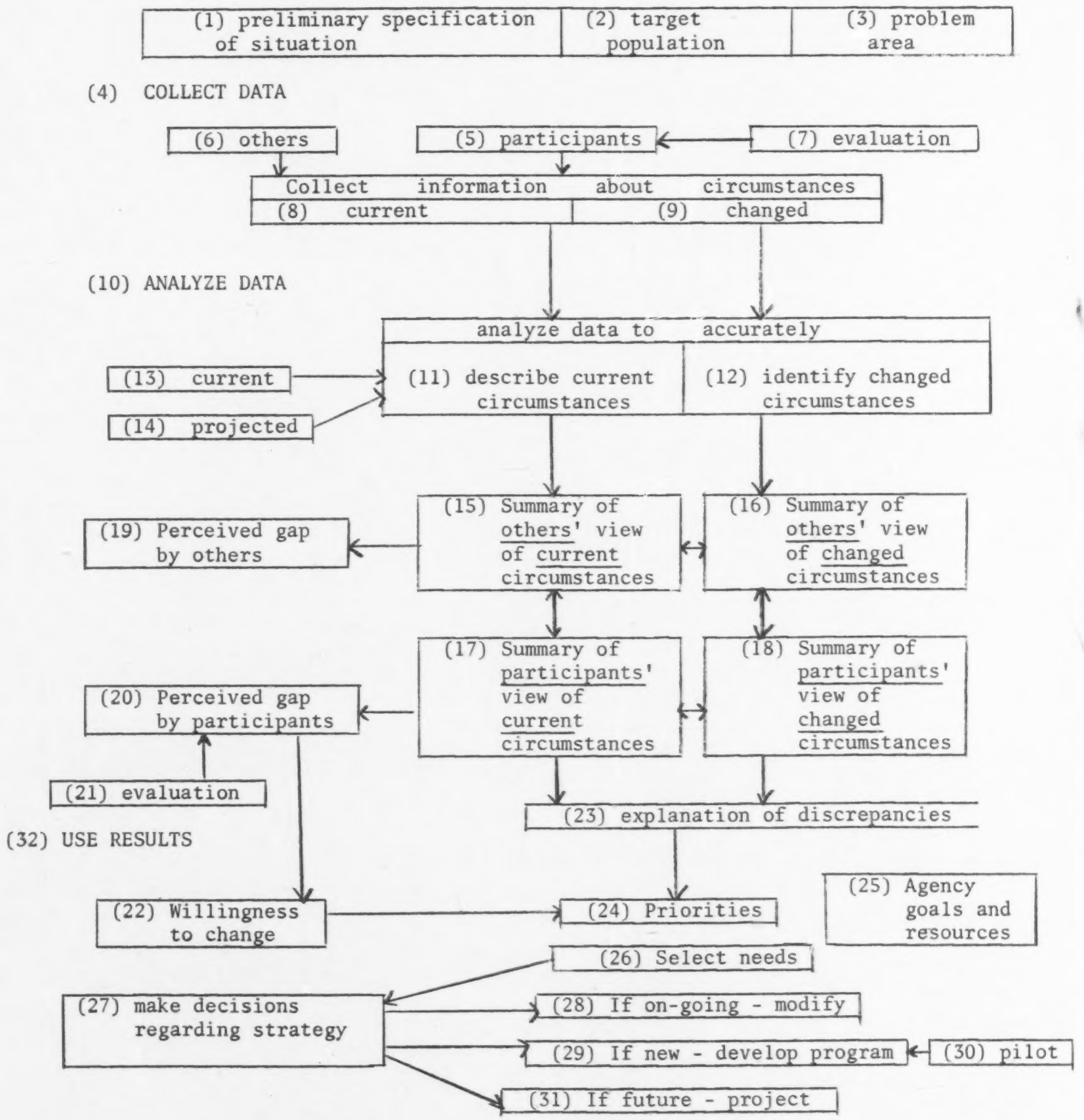
In the following, the Scheme will be presented, accompanied by short explanations taken from the ACOG Study.

The problem definition stage (1) is the beginning of the need appraisal process because of the importance of narrowing the scope of the target population (2) and problem areas (3) to be studied .... Some limits must be set regarding the categories of persons to be included in the need-appraisal process ... This background information about the target population provides the basis for the preliminary specification (1) of the categories of people and of the life roles and problem areas on which to focus the need appraisal.

The data collection stage (B) consists of the collection of two types of information: current circumstances (7) of the target population of potential participants, and the changed circumstances (8) to which they aspire or which others expect of them; and the collection of information from two types of people: participants (5) and others (6) .... Participants include those who are within the target population; others include successful practitioners, subject-matter specialists, educators, and even statistical data and other written reports.

The data analysis stage (C) consists of the comparisons between the four types of information that results from the data collection.... This comparison can be applied to current programs (9) and can be used for the projection of future trends (10)... The description of current circumstances (11) and changed circumstances (12), leads to the summary of others' views (14), (15) and participants' views (16), (17).... Here are the perceived gaps by others (13) and by the participants (18) .... The evaluation of on-going programs (19) adds to the explanation of discrepancies (20) between the four summaries.

CONTINUING EDUCATION NEED APPRAISAL PROCESS FLOW CHART



> The final stage occurs when the results are used as an input to the program planning process (D).... Priorities of desirability and feasibility (22) must be applied as a basis for the selection of the educational needs.... The willingness to change (21) by closing the gaps between current and changed circumstances, and the needs of the agency (23) lead to a selection of needs (24) and to the decisions regarding strategy for program development (25).... If the selected needs relate to an on-going program, the need appraisal information could modify it (26), or to develop a new program (27), beginning with a pilot program (28).... The results could be used to project ahead as the basis for planning (29).

B. *Adaptation of the Model to Exchange Teachers*

Three Professionalizing Occupations

In a recent article in Convergence, Cyril Houle describes the "dynamic concept of professionalization," which is based on the discovery and innovation and growth of a profession.[2] Houle argues that the services provided by professionals tend to follow several different patterns, and he suggests three of these patterns:

1) entrepreneurial occupations (law, medicine, architecture, accounting) in which the practitioner organizes, operates, and assumes the risk for his own work.... He offers direct services to his clients as they need it.
2) collective occupations (teaching, social work, nursing, engineering) in which the practitioner performs his service in an institution that has employed him.... He sometimes works alone, but more often he is associated with a group of colleagues.
3) hierarchial occupations (armed services, educational administration, Roman Catholic clergy) in which the practitioner also works within

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[2]Cyril O. Houle, "The Comparative Study of Continuing Professional Education," Convergence (An International Journal of Adult Education), Vol. III, No. 4, 1970, pp. 3-11.

> an institution but his expertise lies in his capacity to operate an ordered structure of authority....[3]

It is obvious, says Houle, that the educational practices used are influenced by the nature of the pattern of service. For example, people in collective occupations may be easier to reach than those in entrepreneurial occupations, and people in heirarchial occupations cannot usually be strongly influenced unless the administrators operating in higher levels give their assent.[4]

As we see it, this factor of the nature of the profession is a crucial one in considering CPE programs. It is at the same time an integral part of the Need Appraisal, and a major influencing power outside the need appraisal. This means that the profession is implicit in the need appraisal (and thus can be identified via the process of seeking information about needs), and is explicit to the need appraisal due to the changing nature of the profession. The orientation toward the future is reinforced, and the emphasis in CPE programs is to be on the ability and willingness of the worker to respond to the changing demands in his profession. Responsiveness means not only the mere acceptance of the new guidelines, the new knowledge and competences, but also responsibility for actions within the occupation.

The adaptation of Knox's model involves several phases, which will be described in the following:

Adaptation Phase I

The first phase of the adaptation calls for comparative analysis of the two professions: the medical and the teaching profession. We have chosen a few factors for this comparison, in order to illustrate the differences in

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[3]Ibid., pp. 9-10.

[4]Ibid., p. 11.

the CPE programs which are caused by the different nature of the professions. The factors are: the process of CPE programs, the basic different models of CPE programs, and the nature of Need Appraisal.

Comparative CPE Factors in Entrepreneurial and Collective Occupations

Comparative Factors	CPE Programs in Entrepreneurial Occupations	CPE Programs in Collective Occupations
Process	Objectives - Activities - Outcomes	Motivation - Participation - Experimentation
Model	Feedback	Commitment
Need Appraisal	Gaps - Changes - Priorities	Social and Individual Contexts - Orientation - Responsibility

We find that the process of CPE programs is of a rational type in the medical profession, while the process differs in the teaching profession: it is based on the motivation (without which the process cannot begin) and on the experimentation of the practitioners which is the real outcome of any CPE program. The model is of a feedback type in the medical profession, because the CPE program is redirected according to the rational process. It is a commitment type of model in the teaching profession, because any CPE program starts and ends with the commitment of the educator to experiment. The flow of the need appraisal process in the teaching profession is based on the exploration of the social and individual contexts; the orientation of the teacher toward students, subjects, environment, etc. rather than his actual knowledge and competencies; and the assuming of the responsibility on the teacher's part to "better" his performance.

Adaptation Phase II

The second phase of the adaptation is to check each of the four stages in the model with reference to the specific target population, in this case the Israeli exchange teachers.

The "Define Problem" Stage

The Israeli exchange teachers are in a unique situation. They are qualified and successful teachers in their home country. As emissaries from Israel, they are supposed to impart their specialties, i.e., the Hebrew language, their live contact with Israel, and their mastery of the Hebrew literature and history. The common situation they face is that they are underused in the schools, and that their special capactities are often overlooked. The teachers' motivation to impart their pedagogical pathos is confronted with an ambivalent attitude on the part of the local Jewish educators, the parents, and the students. It seems therefore that the target population has complex problem areas: first, there is a need to re-build the professionals' successful identities as teachers; second, there is a greater interdependency with other people, even greater than the usual interdependency in the collective occupation such as teaching; third, there is a need to rehabilitate the responsibility-taking of the Israeli teachers, once they are restricted in curricula designing and materials selection; fourth, there is a need to reconcile between the immigrant image, and the emissary image, which involves not only orientation concerning the new circumstances but also the specification of the emissary roles as perceived by the local Jewish educators.

So much for the three items of the first stage. The model here seems to be appropriate for the specific target population in case.

The "Collect Data" Stage

Two types of information are suggested by the Need Appraisal model from two types of people: "others" and "participants," "current" and "changed"

circumstances. Strangely enough, the collective occupation of teaching is heavily reliant on others' appraisal, but our specific population will gain only little if relying on the local Jewish educators and administrators, or on previous documentation. The reason is that as subjects of conflict, the local educators hold their own vested views which can be of limited value for CPE programs. The previous written data on the exchange teachers have a restricted value, because Jewish education is America has changed a great deal since the Six-Day War. American Jews now feel a stronger bond with Israel. The evaluation of on-going programs suffer from the shortness and immediacy of the programs. Nevertheless, the collection of data can be gained by two resources: one, the discussion of the future, which enables "others" and "participants" to project their inner wishes, and thus create a basis for program development; two, collecting data by participant-observer, who is in the position to observe and to generate information and clues about the current and changed circumstances. Such a participant-observer will appraise the needs of both "sides" (teachers and local educators) regarding CPE programs. At this point it seems clear that in a collective occupation, teaching, CPE programs are to operate parallelly with the teachers and their superiors (administrators, colleagues). Working collectively implies parallel CPE programs. The outputs of parallel programs will be not only improvement of professional competences, but also the admittance of both sides to implement their commitments.

The five items of the second stage, as specified here, illustrate the departures, or the unique traits, of the Israeli teachers versus the medical professionals.

The "Analyze Data" Stage

The explanation of the discrepancies of the gaps, as perceived by the others and by the participants, appears to be the most difficult job in our

case. The gaps perceived by others (which are the summary of others' view of current and changed circumstances) will not lead to working guidelines for CPE programs because of the resentment of the teachers, and thus the analysis stage seems to be restricted and cumbersome. The explanation of discrepancies, which is the culmination of data analysis, is once again calling for the assistance of a participant-observer, to explain and indicate the desirabilities and priorities of the program development.

The "Use Results" Stage

The selection of needs is influenced by the agency goals and resources, and influences the decisions regarding strategy for program development. The strategy of modifying on-going programs, or developing new programs, or projecting future programs, has a stable basis on which to operate, that is, the teachers' needs. The Need Appraisal process is thus the major effort of the preparatory phase of CPE programs. We agree on that, with the limitation that two more models are to be produced: the model on On-Going CPE programs, and the model on Follow-Up. In the meantime we accept the selection of needs as the crucial deliberation regarding program development. The Israeli exchange teachers' needs, as complex as they are, should be the basis for decisions regarding CPE programs. In the collective occupations, the workers' needs are interwoven with others' needs, and this is why the needs have to be identified explicitly. Self-assessed needs and "external" need appraisal should be joint efforts. For the Israeli teachers, the determination of needs and the recognition in the needs on the part of local educators, is in itself a complicated and rewarding procedure. It calls for the clarification of the aims and means of the Exchange Program, and helps to maintain professional growth for the teachers as well as for the local educators.

The 10 items of the 4th stage portray the central place of Need Appraisal in the continuing professional education of the Israeli exchange teachers.

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